EDUC 533 Leona Carr

Instructional Sequence Tara Potter

5/4/11

Instructional Sequence

Lesson 1

**Topic: Introduction Lesson to Expository Writing & Comics**

4th Grade Expository Writing

Approximately 2 weeks to complete series of lessons

Materials: document camera

Writer’s notebooks

Comic examples

**Students will be able to do:**

* List the stages of the expository writing process,
* Understand the concept of comics to be used in this assignment,
* The main purposes of nonfiction writing,
* Set up a Writer’s Notebook and begin using it on a daily basis.

**Learning Plan**

**Learning Activities:**

1. Review the stages of the writing process by showing students and asking them for their input on the following topics. Take notes that will assist students in the writing process using the document camera.

* Brainstorm
* Rough draft
* Revise/Edit
* Final Draft
* Published Copy

1. Review the main purposes of nonfiction writing

* To deliver information
* To explain
* To argue and/or demonstrate

1. Developing a Writer’s Notebook

* Design a notebook that will hold student ideas, notes, and research. Students will use these notebooks on a daily basis and continue to add more information to them.
* Students will keep notes, brainstorms, rough drafts, writing ideas, etc.

1. The concept of comics and how they are written

* Students will read and explore comics and graphic novels to familiarize themselves with the text features and characteristics of the comic format.

**Assessment**

Students should have clear observations and reflections in their Writer’s Notebook of the expository writing process. They should also have ideas and notes regarding the use of comics in expository writing. Notebooks will be collected and checked for content.

**Instructional Sequence**

**Lesson 2**

**Topic: How and where to research and how to use the research graphic organizer.**

**Students will be able to do:**

Learn how to research to find websites with comic information,

Research websites to find information about comics,

Learn how to use the research graphic organizer.

Materials: Writer’s notebooks

Computers with internet access

**Learning Plan**

**Learning Activities:**

* 1. Students will research the elements of comics, comic strips, etc. and find URL’s to obtain more information about writing comics,
  2. Students will be shown how to use the Research Graphic Organizer and then will use it in their research,
  3. First, students will use a search engine, like google, to find information regarding comics,
  4. We will brainstorm a list of keywords to use when we are trying to find the information on comics, such as;
     1. Elements of comics
     2. Comics
     3. Comic writing

and whatever others students develop,

* 1. Next, students will use computers to perform searches using the keywords they developed,
  2. As students find information that pertains to our topic they will be able to print out the information to use it for taking notes,
  3. Students will work in small groups or pairs to write the pertinent information that they need to write a comic using the expository mode of writing,
  4. As students are working on this assignment they will write what they are learning in their Writer’s Notebook. They will add important information that pertains to the task at hand like URL’s and notes from the information they obtained while completing their searches.

**Assessment**

Students should have notes regarding their searches on comics. They should be able to list elements of comics. They may also have added cutouts and computer printouts of information pertaining to their project to their notebooks. Notebooks will be collected and checked for content.

Instructional Sequence

**Lesson 3**

**Topic: Introduction to and exploration of comics.**

Materials: Comic Strips

Document Camera

Computer

Drawing paper

Pens, pencils, colored pencils, markers, etc.

**Students will be able to do:**

Analyze comic strips to identify characters, setting, dialogue, and plot,

Create or reconstruct a sequence of events from the story,

Organize ideas on how to combine pictures, captions and dialogue to tell about a specific event or express a message,

Develop comic strips to depict story-related or self-created events, convey a message, or express interesting information.

**Learning Plan**

**Learning Activities:**

1. Distribute copies of comic strips to small groups of students,
2. Review with the students and identify cartoon characters, setting, dialogue and plot,
3. Brainstorm a list of ideas on how to combine pictures, captions and dialogue to tell about specific events or express a message. Have several examples of comic strips for students to choose from so they get a clear idea of how this is accomplished,
4. Analyze with students how the comic strip creator used text, quotes, and images to tell a story,
5. Explain that captions are used to explain are often used to provide a brief narration or give additional information,
6. Have students identify speech and thought bubbles,
7. Explain the difference between a speech and thought bubble,
8. Using the document camera or a computer generated program develop comic strips that depict an expository story. Show students how to create a message or express interesting information,
9. Have students update their Writer’s Notebooks with the information they learned from this lesson.

**Assessment**

Students will submit their examples of comic strips that express expository writing. They will also submit their Writer’s Notebooks so the teacher can review their work.

Instructional Sequence

**Lesson 4**

**Topic: Getting started on writing.**

Materials: Assessment Plan Rubric and Comic Rubric

Drawing paper

Computer generated comic programs

Markers, pens, pencils, colored pencils, etc.

Document Camera

**Students will be able to do:**

Choose from a number of characters, settings, and objects to create three-, five-, and six- frame comic strips,

Set up each frame and captions, dialogue and character thoughts to construct comic strips that recap the whole story, retell a part of the story, show a new version, depict a problem and its solution, share information, or express an opinion.

**Learning Plan**

**Learning Activities:**

1. A review of the Assessment Plan Rubric and Comic Rubric will be completed using handouts and the document camera,
2. Students will then use the rubrics to begin the writing of their story,
3. Students will determine what expository text they are going to write about.
4. They will choose text books, classroom books, library books, or research on the computer to assist them in their writing process.
5. Students will read and study their expository text reference materials,
6. They will then begin to write their comic,
7. Once they have a rough draft completed they can begin their comic.

**Assessment**

The rubrics will be used to assess students’ rough drafts. This is an initial assessment. It is used to determine if students are on the right track with their writing of the comic. If they are lacking certain aspects that pertain to the rubric a teacher/student discussion will be completed.

Instructional Sequence

**Lesson 5**

**Topic: Editing and revising. Also, using the Peer-editing form and the Audience Plan worksheet.**

**Materials:** Dictionaries

Thesauruses

Document camera

Text books, classroom books, library books or computer for reference material.

Peer-editing form

Audience Plan worksheet

**Students will be able to do:**

After completing a rough draft of their comic strip, instruct students to review their work for correct spelling, grammar, and mechanics, as well as the presentation and clarity of ideas and events. Ask them to make revisions and then print out the piece to later share with classmates.

**Learning Plan**

**Learning Activities:**

* Uses prewriting strategies to plan written work (e.g., uses graphic organizers; brainstorms ideas; organizes information according to type and purpose of writing),
* Uses strategies to draft and revise written work (e.g., elaborates on a central idea; writes with attention to audience, word choice, sentence variation),
* Uses strategies to edit and publish written work (e.g., edits for grammar, punctuation, capitalization, and spelling at a developmentally appropriate level; selects presentation format according to purpose; incorporates photos and illustrations; uses technology to compose and publish work).

**Assessment**

Students edited and revised stories will be reviewed by the teacher. The teacher will use the two rubrics from lesson four to once again see if students are on the right track with their writing. The teacher will check that the student truly revised and or edited their stories. The Writer’s Notebook will be used for this activity.

Instructional Sequence

**Lesson 6**

**Topic: Publishing options, how to publish.**

Materials: computers

Subscriptions to ComicLife

Drawing paper

Variety of pens and markers

**Students will be able to do:**

Use their revised and edited draft to create a published piece of work,

Students will use ComicLife or their own drawings to represent their expository report,

Student’s final published piece will be graded using the Assessment Plan rubric and the Comic rubric.

**Learning Plan**

**Learning Activities:**

Students will return to their revised and edited piece of expository text to wrap-up their cartoon creation,

Using a computer program called ComicLife or their own drawings students will add their expository text to a cartoon format,

Students will review their work using the two rubrics and make sure they have included all the parts to their expository cartoons.

**Assessment**

Students final copy and Writer’s notebook will be graded using the two rubrics stated above.

Instructional Sequence

**Lesson 7**

**Topic: Wrap it up. Review of learning. Sharing published comics, and final reflection in writer’s notebook.**

Materials: Document Cameras

Computers

**Students will be able to do:**

Share their work,

Review their peers’ work,

Write a final reflection in their Writer’s notebooks.

**Learning Plan**

**Learning Activities:**

1. Using a Document Camera or computers students will share their work with their peers,
2. After all students have shared their work we will spend some time as a class reflecting on the expository comic writing process and the unit,
3. Students will share ideas regarding the positive and negative aspects of the unit and what they might change.